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ABSTRACT
This annotated bibliography presents materials related to the problem of retaining students in vocational education programs. Such factors as student attitudes, abilities, motivations are considered as possible factors related to retention. Sources include journal articles, doctoral dissertations, books, and ERIC ... materials. The literature dates from 1962 to 1969. (Author/EK)

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# RETAINING STUDENTS IN TRAINING

# A BIBLIOGRAPHY

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# INTRODUCTION

This bibliography is designed to suggest materials related to the problem of retaining students in vocational education programs. Such factors as student attitudes, abilities and motivations are considered as possible factors related to retention. Although these items all have inferred relevance to vocational education programs in the school settings, some of them describe out-of-school populations such as Manpower Development Training Program participants. The items cited in this bibliography represent both research studies and descriptions of programs and procedures. Sources identified in this bibliography include ERIC materials, journal articles, doctoral dissertations and books. Selectivity has been exercised in the development of this bibliography. The items included have been selected because they are high quality, comprehensive descriptions of research and programs.

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BIBLIOGRAPHY

1. Barbula, P.M. & Isaac, S.W. CAREER SIMULATION FOR ADOLESCENT PUPILS. FINAL REPORT. BR-6-8744. San Diego County Dept. of Education, California, 1967. (ED 016 268 MF - 0.25, HC - 2.50, 48p.)

   The purpose of this study was to assess student acquisition of knowledge about vocations after participation in a career simulation game and to determine attitudinal change toward vocational counseling.

2. Bartlett, W.E. PSYCHOLOGICAL NEEDS AND VOCATIONAL MATURITY OF MANPOWER TRAINEES. Doctoral Dissertation: Ohio State University, Columbus, 1967. (University Microfilms Order No: 68-2950)

   A study was made of the psychological needs and vocational maturity of 158 trainees enrolled in nine skill areas (general office clerk, electrical appliance repair, welder, cook, baker, food service, service station mechanic, sewing machine operator, clerk typist) in a Manpower Development and Training Act center.

3. Boggs, G.E. A COMPARATIVE ANALYSIS OF THE IMPACT OF VARIOUS TYPES OF CURRICULUM ON THE VOCATIONAL SUCCESS OF SCHOOL DROPOUTS. Office of Manpower Policy, Evaluation, and Research, Department of Labor, Washington, D.C. 1967. (ED 022 062, MF - 0.50, HC - 4.46, 114p.)

   The purpose of this dissertation was to investigate vocational subjects at the Manpower Development and Training Act School Dropout Rehabilitation Program in Oklahoma City in 1965.

4. DEMONSTRATION PRETECHNICAL PROGRAM. Project No. DPSC-68-5738. Bridgeport Community School District, Michigan, (ES 002 127, MC - 0.50, HC - 4.95)

   A pretechnology curriculum will be designed for average-ability students in a suburban/rural area. Emphasis will be placed upon preparing mid-able students for a 2-year vocationally oriented college program.

5. FORMULATION OF MODELS FOR PREPARING OCCUPATIONAL MATERIALS FOR PUPILS FROM VARIOUS SOCIOECONOMIC LEVELS IN GRADES THREE THROUGH EIGHT. Project No. DPSC-67-3454. Atlanta Board of Education, Georgia. (ES 001 573, MF-0.50, HC-6.30)

   Occupational information materials will be disseminated in forms suitable for the grade and cognitive level of students so they will: (1) gain knowledge of several aspects of themselves and the various occupations, and (2) be motivated to remain in high school and to seek additional training in either vocational-technical or college programs, or (3) be motivated to seek vocational training if they feel compelled to drop out of high school education.

6. Greenfield, R. AN EXPERIMENTAL AND DEMONSTRATION MANPOWER PROGRAM FOR DISADVANTAGED YOUTH. FINAL REPORT. New York City Board of Education, New York, 1966. (ED 019 518, MF-0.75, HC-7.25, 143p.)

   The Job Counseling Center initiated an experimental and demonstration program to test the thesis that an urban school could provide a manpower training program to out-of-school unemployed and disadvantaged youth.

7. GUIDANCE AND SOCIAL EDUCATION FOR DELINQUENT YOUTH. Project No. DPSC-68-5699. North Carolina Board of Juvenile Correction, Raleigh. (ES 002 004, MF-0.25, HC-1.30)

   Guidance services will be established in seven juvenile correction schools. Emphasis will be placed upon aiding juvenile delinquents with their vocational, educational, personal, and social planning and assisting them to make a positive transition from the training school into the community.

8. Kuvlesky, W.P. & Ohlendorf, G.W. A BIBLIOGRAPHY OF LITERATURE ON THE STATUS PROJECTIONS OF YOUTH. I, OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS. DEPARTMENTAL INFORMATION. Report No. 67-10. Texas A and M University, College Station, 1967. (ED 020 380, MF-0.50, HC-3.00, 58p.)

   This report is one of a series intended to serve as a comprehensive listing of the literature, from diverse publications, disciplines, and agencies, on the status projections (aspirations and expectations) of youth.

9. Leonard, G.E. DEVELOPMENTAL CAREER GUIDANCE IN ACTION. THE FIRST YEAR. Wayne State University, Detroit, Michigan. (ED 013 465, MF-0.75, HC-8.00, 158p.)

   The Developmental Career Guidance in Action Project sought to: (1) broaden and raise the educational-occupational levels of aspiration of a selected group of Detroit inner-city public school students, (2) develop a pilot program to better meet their needs through emphasis on developmental educational-occupational career guidance in grades one through 12, and (3) to involve staffs of the participating schools in the program through cooperative planning and development.

10. Mallison, G.G. CHARACTERISTICS OF NON-COLLEGE VOCATIONALLY-ORIENTED SCHOOL LEAVERS AND GRADUATES. BR-5-0142. Western Michigan University, Kalamazoo, 1968. (ED 025 602, MF-0.50, HC-3.25, 63p.)

    The study was designed to investigate the socioeconomic backgrounds, the academic backgrounds, and the reactions of these non-college bound students to self, family and school. Further, it was designed to determine the occupational areas entered by the subjects, what vocational training they had experienced, and their reactions to such training.

11. Michie, J. DOMINANT FACTORS INFLUENCING THE EMPLOYMENT SUCCESS OF A SELECTED GROUP OF DISADVANTAGED YOUTH. California State Dept. of Education, Sacramento, 1967. (ED 020 409, MF-0.50, HC-6.25, 123p.)

    The objectives of the study were to determine the effect of vocational training, race, and social class upon the employment success of disadvantaged youth, and to identify both test data with predictive value and educators contributing to success.

12. Morgan, J. "A Study of Work Attitudes and Vocational Choice of Teenagers Enrolled in the Office of Economic Opportunity's Neighborhood Youth Corps." JOURNAL OF EMPLOYMENT COUNSELING, 1968, 5(4), pp. 112-118.

    Forty-eight teenagers enrolled in the In- and Out-of-School Neighborhood Youth Corps were presented with a questionnaire concerning their jobs in the Neighborhood Youth Corp, how they felt about them, what their future vocational plans were and general background questions.

13. Rosen, J. JOB VALUES OF EDUCATIONALLY DISADVANTAGED STUDENTS. City University of New York, New York, 1968. (Available from Associated Educational Services Corp., Simon and Schuster, Inc. 630 Fifth Avenue, New York, New York 10020)

    A Job Values Inventory and a Job Values Ranking Scale were developed to explore the work values of educationally disadvantaged youth. Results show a need for separate scales for men and women, and indicate some vocational value models contradictory to the accepted model of the educationally deprived individual as one who seeks immediate gratification.

14. Samler, J. "Vocational Counseling: A Pattern and a Projection." VOCATIONAL GUIDANCE QUARTERLY, 1968, 17(1), pp. 2-11.

    The model presents educational and vocational counseling as a learning experience in decision-making in an educational and vocational context. Projects for the future stress the aid of the computer.

15. Segel, D. & Ruble, R.A. THE LINCOLN PROJECT: A STUDY OF THE EDUCATIONAL PROGRAM OF A JUNIOR HIGH SCHOOL IN A TRANSITIONAL NEIGHBORHOOD. Albuquerque Public Schools, New Mexico, 1962. (ED 023 494, MF-0.25, HC-2.30, 44p.)

    Recommendations included intensive remedial work at the seventh grade level, continual evaluation of students' progress throughout the junior high grades, increased guidance and counseling staff, and a third curriculum choice at the tenth grade level in addition to college preparation and vocational education.

16. Sommerfeld, D.A. SUMMARY OF JOB TRAINING IN DETROIT: A COMPARATIVE STUDY. University of Michigan, Ann Arbor, 1969. (Available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151, PF-183-742. MF-0.65, HC-3.00, 168p.)

    A followup study was made of 200 graduates (50 from each program) of different kinds of job training in Detroit, Michigan, during 1968 through the No-thern Systems Company Training Center, the McNamara Skills Center, the Concentrated Employment Program Orientation and Operation Mainstream, and the Direct On-the-job Training Program.

17. Shill, J.F. EDUCATIONAL ASPIRATIONS, EXPECTATIONS, AND ABILITIES OF RURAL MALE HIGH SCHOOL SENIORS IN MISSISSIPPI. REPORT 24. EDUCATION SERIES I. Office of Education, Washington, D.C. 1968. (ED 022 923, MF-0.50, HC-2.60, 63p.)

    Differences between educational aspirations, expectations and abilities of rural male seniors based upon their participation of non-participation in high school vocational agriculture programs were analyzed. Data were gathered from classroom questionnaires administered to 517 seniors, of whom 400 had had one or more years of cocational agriculture instruction and 117 had received no vocational agriculture instruction.

18. TEACHERS' GUIDE TO: SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION (SUTOE). Oregon State Department of Education, Salem, 1968. (ED 024 965, MF-1.00, HC-10.00, 198 p.)

    Self Understanding Through Occupational Exploration is a one year course designed to assist ninth graders with educational and career planning.

19. Tatum, J.P. VARIABLES RELATED TO THE EDUCATIONAL-VOCATIONAL DECISION MAKING OF HIGH SCHOOL SENIORS. Doctoral Dissertation: Colorado State College, 1967. (University Microfilms Order No. 68-463)

    Advancements in technology will require members of our American Society to make numerous education-vocational choices throughout life. This problem was studied by investigating the educational-vocational decision of the 1965-66 seniors and senior dropouts in the Colorado Springs public schools.

20. Tuckman, B.W. & Gillie, A.C. A STUDY OF THE ROLE OF THE COMMUNITY COLLEGE IN THE DEVELOPMENT OF SELF-AND OCCUPATIONAL-CONCEPTS. INTERIM REPORT. Rutgers University, New Brunswick, New Jersey, 1968. (ED 027 012, MF-0.25, HC-1.25, 23p.)

    This report concerns a study designed to determine the extent to which students in community college occupational programs are developing a heightened self-awareness when compared to students having different experiences.

21. Vriend, J. THE VOCATIONAL MATURITY OF SENIORS IN TWO INNER-CITY HIGH SCHOOLS. Doctoral Dissertation: Wayne State University, 1968. (University Microfilms Order No. 69-6087)

    The experimental group in this study had been exposed to a two-year program of structured career-related activities. It was hypothesized that vocational maturity ratings for the experimental group would be higher than those for the control group when school, curricular, and sex groups were compared.

22. Weaver, C. E. ORIENTATION TO WORK FOR THE STUDENTS IN THE JUNIOR HIGH SCHOOL. Paper presented at the Institute on Occupational Analysis as a Basis for Curriculum Development, Colorado State University, Fort Collins, 1968. (ED 024 990, MF-0.25, HC-0.85, 15p.)

    The target of the program are the 30,000 dropouts and 60,000 graduates with so general an education that they have no marketable skills. The aim of the program is to eradicate the stigma which has long been attached to vocational education and raise the status of technical education so that parents and students alike will have a healthier outlook toward the world of work.